



Redesign Plan

Cromie Elementary School

Warren Consolidated Schools

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Over the past several years, there has been a change in the population of students attending Cromie Elementary School. We have a total of 668 students in the building, of which 218 of those students are within an ethnic minority group. In addition to the ethnicity/demographic change, we have taken in a number of school of choice and open enrollment students. These changes have also impacted the building in terms of our economically disadvantaged population. The population of students who are relocating to Cromie come with various backgrounds and levels of understanding. We understand the importance of increasing our support through Title I and Title III programs, to engage our English Language Learner (ELL) families, and promote and encourage the families that are new to the building to become part of the Cromie school community. Due to the change in the demographics, Cromie will maintain a full-time ELL teacher, a full-time Title I intervention teacher, and part-time aides to support these students.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision Statement: The Cromie community will develop meaningful learning experiences that inspire students as they evolve as lifelong learners.

Mission: The Cromie Elementary School staff, in partnership with parents and community, will provide a nurturing environment in which all learners can "Be The Best That (They) Can Be!"

Belief Statements: Cromie Elementary Will: Be Responsible, Be Productive, Be Resourceful, and Be Individuals.

Parents, staff, and students work collaboratively to increase student achievement with an emphasis in literacy (reading and writing), and math. Cromie staff has adopted the Daily Five organizational method to implement their literacy block. Emphasis is also being placed on non-fiction genre within the literacy block, especially in the areas of science and social studies. Balanced Math instruction is also an area of focus for the current and upcoming school years.

Parents, staff, and students have joined in a collaborative effort to develop a Parent-Student-Teacher Compact that drives the expectations for the Cromie community. All staff participate in the development of after-school parent and student Title I workshops, focused on literacy and math.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Cromie's staff has implemented Daily Five throughout the building. To support this implementation, kindergarten through fifth grade staff have been trained in guided reading with Literacy Consultants, Toni Hall and/or Michel Taylor. In addition, special education resource staff have participated in the Corrective Reading training, in an effort to reduce gaps in achievement between special education and general education students. To support our guided reading, the district and our PTC have purchased leveled literacy books for our Literacy Library with a concentration in non-fiction text. In order to strengthen our Title I and Title III interventions, we have purchased the Leveled Literacy Intervention Series which is used to support classroom teacher instruction.

The district writing curriculum is implemented by the staff across all grade levels. Staff from lower and upper elementary have attended a year long writing professional development program at Wayne RESA, called "Writing with the Experts." A year long pacing guide has been developed to help guide the instruction across each grade level. Teacher leaders and other experts will continue to provide professional learning opportunities in the upcoming months.

Cromie teachers have begun to develop a school- wide approach to Guided/Balance Math and the use of math journals. During PLC and Staff Meeting time, teachers work with cross-grade level teams to develop strategies and lessons that transition from one grade to the next. During the current school year, staff members participate in Guided Math professional development. PLC time will allow staff to monitor this new approach; this work will continue next year to ensure consistency and effectiveness in each classroom.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

At Cromie, we have adopted a positive behavioral support program call "Respect The ROAR" (Responsibility, On-task, Amazing Efforts, Respectful). The students who display these behaviors receive ROAR cards that are collected monthly for a school-wide drawing. Cromie also has ROAR assemblies every semester to highlight two students who display these behaviors throughout the semester and are recognized during the assembly. "Respect the ROAR " is the behavioral component of Cromie's Multi-tier system of support.

Cromie also had a few teachers nominated for WCS Elementary Teacher of the Year for the 2013-2014 school year, and during the 2014-2015 school year.

We support the community by participating in Relay for Life, Wigs For Kids, Blessings in a Backpack, and adopting a needy family within the community.

Representatives from Cromie Elementary participate in the Kindergarten Transition Consortium within our district and county.

Priority School Assurances

Introduction

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes		WCS Teacher Evaluation Document.docx

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes		Administrator Evaluation Template

Operational Flexibility Assurance

Introduction

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes		2014-15 MEMO OF UNDERSTANDING

Label	Assurance	Response	Comment	Attachment
	<p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ____ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p>	No	A Memo of Understanding is attached.	

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	Yes	January 15, 2015	2014-15 MEMO OF UNDERSTANDING

Redesign Plan

Cromie Elementary School

Label	Assurance	Response	Comment	Attachment
	Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.	Yes		CROMIE SIGNATURE PAGE

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

Mr. Kerry R. Keener, Ed.S.	Cromie Elementary School Principal	kkeener@wcskids.net
Mrs. Christie Warchol	Cromie Elementary School Teacher	cwarchol@wcskids.net
Mrs. Sheryl Winchester	Cromie Elementary School Teacher	swinchester@wcskids.net
Dr. Marianne Ochalek	WCS Executive Director of School Improvement	ochalek@wcskids.net
Ms. Shannon Griffin	MISD School Improvement Facilitator	sgriffin@wcskids.net

PART B: TEACHING AND LEARNING PRIORITIES

State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.

The big ideas were developed after completing a review of our 2013-14 Title I Comprehensive Needs Assessment and participating in a fall, 2014 Data Dialogue meeting. Big idea # 1: Cromie will engage in rigorous curriculum alignment to ensure fidelity and consistency within and across grade levels. Big idea # 2: Cromie will establish and strengthen a tiered academic support system for struggling students. Big idea #3: Cromie will build a positive school community for all students, parents, and staff.

State what data were used to identify these ideas

The school staff with the guidance of the MISD School Improvement facilitator, district Executive Director of School Improvement, principal and school improvement team, reviewed achievement, perception, process and demographic data to identify three big ideas that our staff believe will move the building in a positive direction. Some of the data reviewed: #1: MEAP, IOWA, DRA, grade level common assessments (formative); #2: MEAP, IOWA, DRA, WIDA Data; #3: Parent, Student and Staff Surveys; Principal walkthrough/observations.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the Principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.

Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.

1a. Mr. Keener was hired at the start of the 2013-14 school year to lead Cromie Elementary School.

In 2013-14, Mr. Kerry Keener was hired as Principal of Cromie Elementary School. Mr. Keener demonstrates the five turnaround competencies by leading with a focused, thoughtful passion and commitment to increasing the quality of student lives, increasing student achievement through high expectations, building staff capacity and developing a caring, purposeful community.

Prior to coming to Cromie, Mr. Keener was the principal at Harwood Elementary School in the Warren Consolidated Schools District for 10 years. Mr. Keener took a school on the verge of closing to being honored as a Michigan Blue Ribbon School in 2007. Mr. Keener helped build a caring, collaborative community of diverse learners. While at Harwood, under his leadership, the school was awarded the respected MiBISi (Michigan Integrated Behavior & Literacy Support Initiative) Grant awarded by the Michigan Department of Education. Harwood was a member of the second cohort group statewide. This grant brought to the Harwood community a much needed focus on positive behavior support and reading fluency and achievement. The MiBISi grant's professional learning brought looking at and analyzing student data to the forefront at Harwood Elementary School.

Also while at Harwood, Mr. Keener began a partnership with the Big Brothers and Big Sisters of Metropolitan Detroit and the General Motors Tech Center in Warren, Michigan. Under Mr. Keener's leadership and vision, Harwood became the first school in Macomb County to form this partnership. The Lunch Buddy Mentoring Program was established to help twenty-five of the most at-risk third graders in the school. They were matched with an engineer or designer from GM. The program, guided by the expertise of the Big Brothers Big Sisters organization, focused on mentoring via social development and team building skills. Mr. Keener has re-established his partnership with Big Brothers Big Sisters of Metropolitan Detroit and will be starting the Lunch Buddy Mentoring Program at Cromie Elementary School in the fall of 2014.

In 2012, Mr. Keener was awarded the Michigan Elementary and Middle Schools Principals Association (MEMSPA) Region 6 Leadership Award. This award is given out annually to twenty principal leaders throughout the state of Michigan.

In his second full year at Cromie Elementary School, Mr. Keener has re-established the school as a calm, caring and collaborative building. Mr. Keener has focused on building positive relationships with all stakeholders in the community. Mr. Keener believes that building these meaningful relationships will only enhance the learning community's ability to overcome the obstacles that are in the forefront. Mr. Keener believes academic success and the ability to collaborate with one another are built on the premise of a positive, collaborative culture.

Mr. Kerry Keener holds an Education Specialist degree in General Administration and Supervision from Wayne State University. He has a Master's degree from WSU in Athletic Administration and a Bachelor of Science degree in Elementary Education from Madonna University.

He meets the five turnaround competencies as evidenced by:

Identify and Focus on Early Wins and Big Payoffs

Mr. Keener is beginning his second full year as the principal at Cromie Elementary School. Some early wins and big payoffs that helped shape and redesign the direction of the school, include:

- Being visible in the community, showing the school community that commitment and caring about the direction of the school.
- Mr. Keener realizes it is very important to have positive relationships with all of the members of our learning community. He works very closely with the Parent Teacher Club leaders to keep open the lines of communication, and continually works to build positive relationships with all staff members. Having dialogue with staff, including difficult conversations, builds trust and shows commitment and direction for building a strong learning community. Mr. Keener talks daily to and with students in order to build positive relationships and gain trust. Gathering staff input through the school improvement has paid off in the sense that the staff feels that they better understand the process and the direction of the building. Having ownership of this living document allows staff to have positive and courageous conversations within their grade level, as well as across grade levels.

Break Organizational Norms

Mr. Keener is intentionally visible throughout the day, in order to build relationships and gain trust and support. In addition, he is visible outside of the building at morning arrival and after school dismissal as well as being visible and communicating with students at lunch in the café. Classroom visits and walking around the building on a regular basis is part of Mr. Keener's routine.

Daily walk-throughs helps him gain a feel for the building, both positive and negative. Doing daily walk-throughs also allows him to check on student learning and growth, while viewing the teaching styles of the staff members. Being visible in the classroom allows him to have those courageous conversations with staff members.

Having staff participate in the School Improvement process allows for the development of teacher leaders in the building. In the 2013-14 school year, our SIP team met twice each month. During the 2014-15 school year, meetings are being held on a weekly basis. Our meetings have been focused, and team members are engaged in dialogue that will help build a stronger school community.

By having regularly scheduled SIP Team meetings, staff have more ownership of the plan and have a better feel of the implementation of the plan. During the 2014-15 school year, implementation of grade level collaboration meetings will allow staff to take a closer look at the SIP plan and continue to dig deeper for data and the analysis of student work.

A big push during the 2014-15 school year, is to focus on professional learning and development that is job-embedded. Cromie Elementary School will be working closely with district curriculum consultants to help develop teaching strategies and monitoring techniques to apply in the classroom. The consultants will be involved with peer modeling experiences, along with the classrooms teachers. Our desire is that this process will help teachers feel more comfortable in their classroom and be able to share in peer coaching opportunities in the building.

Act Quickly in a Fast Cycle

Strategies and practices that are embedded into the district curriculum and building SIP plan are non-negotiable. Strategies such as Words Their Way, Sitton Spelling and the MAISA Writing Units are part of the district-adopted curriculum and need to be taught with consistency and fidelity in the classrooms. Math Journals, for example, are part of our building SIP document. Math journals can be used a variety of different ways at each grade level, however they need to be utilized so that students can help to better understand mathematical concepts. Staff has also been looking closely at instructional time, so as to maximize student learning. It is important for staff to shape their day in a way that gets the most effective use of instructional time.

Staff members have the opportunity to provide input on organizational changes through meetings and the collection of perception data and survey information. Weekly SIP meetings, grade level collaboration team meetings, and cross grade level meetings will encourage staff to work together to build systems and put plans in place to analyze student work and data. Participating in the Surveys of Enacted Curriculum will help staff gain a better focus and understanding of data and the direction of teaching and learning.

Collect and Analyze Data

It is imperative to provide staff with the time to analyze data and to make instructional decisions. Monthly PLC meetings, SIP team meetings, grade level and cross grade level collaboration meetings will be utilized for the analysis of data and the collaboration what instructional strategies and techniques best fit the needs of all of the learners.

Galvanize Staff around the Big Ideas

Building a collaborative community will help to increase the communication between all staff members. Increased communication will lead to staff members feeling more at ease to share ideas and express concerns. Staff focus on the big ideas will lead to a shared vision of achievement for all of the learners.

The district will increase Mr. Keener's leadership capacity by providing him the following resources and supports:

Professional learning opportunities: bi-weekly leadership coaching by Intervention Specialist/or Macomb Intermediate School Improvement Facilitator to strengthen principal turnaround competencies; monthly MISD Principals' Series; MISD professional conferences/workshops that support the implementation of the school's big ideas; monthly Office of Curriculum (OCI)-HR teacher evaluation and walkthrough professional learning meetings; monthly district principals' PLC meetings and quarterly Superintendent's Administrative Council meetings. OCI Administrators of Language acquisition/Title III and Title I technical assistance support will be provided on an as-needed basis. The district's Human Resources and Business office staff will provide Mr. Keener with the necessary resources and supports on an as-needed basis.

Additional resources provided to Mr. Keener are: district student data management warehouses, Data Director and Data Manager; district-provided computer tablet; district professional library; professional subscriptions to ASCD and Michigan Reading Association; and membership in MEMSPA.

The district's OCI curriculum and instruction technology specialists (C/ITS) will provide professional learning to Mr. Keener and teachers to support the alignment of curriculum, instruction and assessment practices to state and national standards in order to reduce instructional variance and development and implementation of a Multi-Tier System of Support (MTSS) process. A C/ITS professional learning schedule based on specific teacher needs will occur at a minimum on a bi-weekly basis.

School improvement team leadership will receive professional learning on the school improvement process, including data analysis and technical assistance in using state-mandated platforms, ex. ASSIST by OCI administrators and Data Analysis and Systems C/ITS.

In-class modeling and coaching, grade-level meetings, PLC meetings, and OCI-building administrative and peer-to-peer walk-throughs are examples of the types of structures in which professional learning will be delivered.

Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.

Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.

Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of leaders' evaluations must be based on student growth). Attach the teacher evaluation and administrator evaluation.

The District uses a Marzano approach to measure quality teaching. Principles of "Classroom Instruction That Works" have been reduced to four domains upon which teachers are evaluated: Content, Understanding, Environment and Support. Classroom walk-throughs incorporate indicators of quality performance through this structure, using a template that asks principals to document evidence of quality teaching in regular classroom rounds.

Evaluation Process

The district engages staff in a collaborative process in order to create an annual teacher evaluation plan. The evaluation process begins with a collaborative goal-setting conference whereby the teacher works with the principal to develop a personal/professional goal. In addition to the personal goal, the staff and principal establish a building goal based on the school improvement process. Finally, the District establishes a student growth goal to meet the legislated standards of student achievement as criteria for evaluation.

In the evaluation process, the District measures student growth outcomes using IOWA assessment projections. Student growth toward building goals is measured with building-based and state assessments. Finally, teachers establish personal goals tied to student growth through classroom-based assessments such as pre/post-tests, DRA, IOWA, and state assessments. Student growth is considered in the subdomains of content and understanding. The district's instrument includes student growth as a significant factor.

Pursuant to Senate Bill 817

Sec. 1249, 2

Beginning with the 2015-16 school year, the board of a school district....shall ensure that the performance evaluation system for teachers meets all of the following:

(a) The performance evaluation system shall include at least an annual year-end evaluation for all teachers. An annual year-end evaluation shall meet all of the following:

(i) At least 50% of the annual year-end evaluation shall be based on student growth and assessment data. All student growth and assessment data shall be measured using the student growth assessment tool that is required under legislation enacted by the legislature after review of the recommendations contained in the report of the former Michigan Council for educator effectiveness. (SB-0817, As passed Senate, June 12, 2014: Substitute for Senate Bill No. 817)

Principals use a district walk-through protocol that aligns to the evaluation instrument to document performance observations. These walk-throughs take place a minimum of four times per year, over the course of the year. Principals may use summarized or expanded walk-through forms to provide additional detail as needed for new teachers or teachers about whom there may be concerns. Central Office spent a year training principals to use the walk-through forms to develop a common understanding of what he or she is looking for in the classroom. As needed, principals are conducting walk-throughs with other principals to effectively use mentoring in their professional development of evaluative practices.

Teachers are observed formally at least once during the school year unless they are a first year teachers or a teachers rated minimally effective or ineffective the prior year. Principals meet with all teachers mid-year to provide feedback on progress towards goals and their performance. Mid-year evaluations are provided to first-year teachers; teachers rated minimally effective or ineffective the prior year, or who may be on a corrective action IDP with a trajectory of being minimally effective at the end of the year.

A final evaluation is provided at the end of the year that rates each teacher highly effective, effective, minimally effective, or ineffective in each of the four subdomains and the goals section. Furthermore, their students' performance, in the form of student growth, on IOWA is included in the student achievement section of the evaluation.

The evaluation tool and process was developed two years ago adhering to the newly legislated requirements. Since then the evaluation process has been reviewed and revised and continues to be periodically reviewed through an on-going feedback process that involves the WEA leadership, the Chief Academic Officer, and the Chief Human Resources Officer. For example, after a series of discussions held during the first year of the evaluation tool's implementation (2013-14), revisions to improve the tool were drafted and approved by the district and union leadership.

Administrator evaluations align with Marzano's approach to Balanced Leadership. The subdomains of the administrator evaluation consider the principal's effectiveness in Managing Change; Focused Leadership; Purposeful Community; Board Policies, Guidelines and Practices; and Student Achievement.

EVALUATION PROCESS: The district engages staff in a collaborative process in order to create an annual administrator evaluation plan. Similar to the teacher evaluation process, principals meet with the Chief Academic Officer and Chief Human Resources Officer to establish

their performance. These goals align with performance expectations described in the evaluation instrument.

Over the course of the year, principals provide evidence of their leadership and performance related to the subdomain categories. Central Office evaluators track evidence of performance for administrators as well. Principals receive mid-year feedback on performance.

At the end of the year, principals are evaluated as highly effective, effective, minimally effective, or ineffective on each of the subdomains. Student growth achievement is a significant factor in the evaluation as represented in a separate subdomain that receives its own rating based on the IOWA Assessment growth performance of its students and aligns with the growth percentages requirements of the teacher evaluation and legislative requirement, Senate Bill 817 Sec. 1249 (a) (i).

The evaluation tool has been reviewed and revised by the Warren Administrators Association (WAA) leadership, the Chief Academic Officer, and the Chief Human Resources Officer during the past three years. This process continues to be periodically reviewed through on-going feedback meetings that allows for the development of common expectations of performance. In these meetings, administrators provide input into the interpretation and application of these performance categories. For example, after a series of discussions held during the first two years of the evaluation tool's implementation, revisions to improve the tool were drafted and approved by the district and WAA leadership. The administrator evaluation instrument complies with R.S.C. § 380.1249 as amended by Senate Bill 817, July 2014.

Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.

Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).

Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.

In priority schools that have successfully raised student achievement to a level that removes them from priority school status, the district will highlight their achievement and honor their work through a ceremony and/or recognition dinner. Teachers, who demonstrate exceptional work in the area of increased student achievement through successfully implementing the instructional program, may be recommended for a "Highly Effective" evaluation rating.

The district evaluation process guides the identification of educators who are not positively contributing to increasing student achievement. Professional learning opportunities will be provided to educators who have been identified as needing additional support. In the event that a teacher's performance is deemed minimally effective, or ineffective, that teacher will be placed on an individual development plan (IDP) at the point in time in which the teacher's poor performance is observed, brought to the attention of the teacher, and left uncorrected. Within the IDP process, if the teacher is unsuccessful in completing the requirements of the IDP, he or she will receive a minimally effective or ineffective rating on his or her final evaluation. Layoffs and terminations, pursuant to legal requirements addressing final evaluation ratings, will be applied. Any teacher whose performance in a priority school is minimally effective or ineffective shall be removed from the school. Placement and staffing for priority schools will be treated differently from that of schools which are not in priority school status. Separate from the district evaluation process, a priority school administrator may exercise his/her authority to surplus a teacher (remove from the building). The reasons include: not actively engaging and applying the reform plan's implementation, and or unable to adjust to the demands of the redesign plan.

Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.

Cromie Elementary School's professional learning program has been designed to reflect the three (3) big ideas, as decided through district and building level data conversations. The three (3) big ideas are:

Big idea # 1: Cromie will engage in rigorous curriculum alignment to ensure fidelity and consistency within and across grade levels.

Big idea # 2: Cromie will establish and strengthen a tiered academic support system for struggling students.

Big idea #3: Cromie will build a positive school community for all students, parents, and staff.

The professional development program selected for the Cromie staff was based on data conversations during the 2013-14 school year, as well as during "Data Dialogue" meetings held in August and September, 2014. The expectation is that all professional learning will be implemented in classrooms. Professional learning will be delivered in the following formats: scheduled monthly 3-hour Professional Learning Communities (PLC) meetings; bi-weekly before-school staff collaboration meetings and school improvement team meetings; grade level meetings; in class, instructional coaching and peer-to-peer coaching with timely feedback, supported by district curriculum specialists and Macomb Intermediate School District (MISD) consultants; participation in MISD and Michigan Department of Education professional learning; and book studies examining research-based best practice. Each professional delivery model will provide time for participants to analyze student work, and reflect on their own learning's impact on student achievement, as well as determining their future professional development needs. Monitoring of professional learning implementation will occur through administrative and peer-led walk-throughs with timely feedback, collaborative discussion and reflection at PLC sessions.

The structure of our professional development will be continuous and on-going, offered at multiple times through our cohort cycle to ensure that all staff members experience the same training. Monthly PLCs, bi-weekly staff meetings, common grade level meetings, and in-class peer coaching are examples of delivery of professional learning planned for Cromie School staff. Upon the completion of professional learning sessions, all staff members will: reflect and outline how instructional strategies can be implemented into their daily lessons; how the instructional practices will support student data outcomes; and how staff can support their colleagues through peer coaching and modeling. To ensure that instructional strategies are being implemented school-wide, school administration will systematically engage in walk-throughs, monitoring instructional practices and student engagement. In addition, peer led walk-throughs will occur within and across grade levels; collaboration time will be allocated during our PLC meetings to review student data, measuring the effectiveness of their professional learning implementation. The objective of our professional learning is to provide staff with the knowledge and tools to facilitate effective teaching and learning, while building capacity to successfully implement our plan.

Big Idea #1

During the 2014-2015 school year, Cromie staff will begin work on "Big idea #1", a rigorous curriculum alignment process, establishing uniform teaching practices in order to reduce the level of variance between classrooms. Five initiatives will assist us in this process.

Collaborative Practices: Staff will learn specific team-building collaborative protocols to promote increased communication and problem solving skills. The principal, MISD, and district staff will provide professional learning that will support the staff as they continue to grow as a professional learning community. Funding source: MISD resources, Title IA, IIA, Building SIP Account

Redesign Plan

Cromie Elementary School

Aligning Core Curriculum, Instruction and Assessment Practices: First, our teaching staff will engage in grade level and content committees to work with district curriculum specialists to align our instruction to Common Core expectations articulated through board-adopted, content specific pacing guides and resources. District and county curriculum specialists will provide ongoing professional development during PLC and staff meetings on content expectations and best practices. Individualized feedback will be given during this alignment process through instructional peer coaching by district curriculum specialists. Funding source: Title IIA

Instructional Learning Cycle (ILC): Next, the first Cromie team will begin professional development in Dr. Tom Many's "Balanced Assessment Practices: Supporting Instructional Practices and Learning Cycles" in January, 2015. This program will train staff in how to set up structures for continuous use of data to inform teaching and learning practices. Data analysis, collaboration and collective responsibility in using data will help teachers to analyze student learning and find solutions within short term cycles of improvement. A collaborative and results-driven culture will be established, making assessments more meaningful to student learning. The ILC professional learning will continue through 2018 with each new year adding in an additional learning cycle. To ensure that instructional strategies are being implemented school-wide, school administration will systematically engage in walk-throughs, monitoring instructional practices and student engagement. In addition, peer lead walk-throughs will occur within and across grade levels; collaboration time will be allocated during our PLC meetings to review student data, measuring the effectiveness of their professional learning implementation, and complete district and state monitoring and evaluation tools. Funding source: Title IA

Surveys of Enacted Curriculum (SEC): During the 2015-2018 school years, the Cromie staff will complete the Surveys of Enacted Curriculum (SEC) to compare and contrast the implemented curriculum versus the intended/written curriculum. The findings will be discussed during collaboration meetings, PLC meetings, staff meetings and School Improvement team meetings. The SEC data feedback will guide staff to help them better allocate instructional time for a given standard and clarify exactly what content within the standard demands additional instructional focus. This will help staff reflect on changes needed to instruction and practices. Funding source: Title IA

Classroom Instruction That Works (CITW): Instruction will be further strengthened with continued professional development in "Classroom Instruction That Works", which outlines Marzano's nine high impact instructional strategies. Teachers will be provided release time to attend training with Macomb Intermediate School District certified trainers. Scaffolding for day-to-day practice will be supported based upon teacher need by peer coaching embedded within our staff as well as during PLC meetings, staff meetings and collaboration meetings. In In 2013-14, five teachers completed the three day training provided by the Macomb Intermediate School District (MISD). In 2014-2015 school year, six of our teachers will complete the training The district has committed to having all teaching staff trained in CITW within three years. By spring of 2017, all classroom teachers will have completed the CITW professional learning program and full implementation will be in effect. To ensure that instructional strategies are being implemented school-wide, school administration will systematically engage in walk-throughs, monitoring instructional practices and student engagement. In addition, peer led walk-throughs will occur within and across grade levels; collaboration time will be allocated during our PLC meetings to review student data, measuring the effectiveness of their professional learning implementation, and complete district and state monitoring and evaluation tools. Funding source: Title IIA.

Sheltered Instruction Observation Protocol (SIOP): To assist teaching staff to address the needs of students with limited English proficiency in particular, professional development in Sheltered Instruction Observation Protocol (SIOP) will begin during the 2014-2015 school year. SIOP is an empirically-validated approach to teaching, helping to prepare all students, especially those learning English, to become college and career ready. It is a framework for planning and delivering high quality instruction for all students. Training and coaching in implementing SIOP methods will be provided by school district/intermediate school district experts and coaches during PLC and staff meetings. SIOP protocols will help to ensure that all learners are engaged in the learning process. To ensure that instructional strategies are being implemented school-wide, school administration will systematically engage in walk-throughs, monitoring instructional practices and student engagement. In addition, peer led walk-throughs will occur within and across grade levels; PLC collaboration time will be structured to include: the review of student data, monitor the effectiveness of professional learning implementation, and complete district and state

monitoring and evaluation tools. Funding source: Title IA/III

Big Idea #2

MTSS Process (Academic Domain): Cromie's second "Big Idea" is research and implementation of a multi-tiered support system in order to insure all of our students will have the best opportunities to succeed both academically and behaviorally. To help extend high quality instruction to all learners, staff will participate in on-going professional learning facilitated by MISD and district staff. In 2014-2015, teaching and support staff will begin researching the essential elements of a well-designed MTSS process and then design the structures, curriculum, instruction and assessment practices that fits the needs of Cromie's students. We plan on beginning full implementation with fidelity in 2015-2016. Targeted technical assistance and coaching will assist Cromie through the early stages of implementation by MISD and district staff. Administration and support staff will meet with grade levels to identify students demonstrating the need for Tier II and Tier III support. A universal screener and progress monitoring data will be disaggregated at least once a month during PLC and grade level meetings to identify students in need of intervention, monitor student achievement in intervention, and evaluate the success rate of students within each tier of this system. Decisions will be made as a team to move students through the tiers based upon individual needs and to adjust curriculum delivery as necessary. To insure that instructional tiered strategies are being implemented school-wide, school administration will systematically engage in walk-throughs, monitoring instructional practices and student engagement. In addition, peer led walk-throughs will occur within and across grade levels; collaboration time will be allocated during our PLC meetings to review student data, monitor the effectiveness of their professional learning implementation, and complete district and state monitoring and evaluation tools. Funding source: Title IA, IIA

Differentiated Supplemental Reading Instruction: Fountas & Pinnell Leveled Literacy Intervention System (LLI) (K-5) and Scholastic's Corrective Reading (Grades 3-5): These two programs are intensive, supplemental, and differentiated Tier II /III literacy intervention that is designed to provide daily, small-group instruction for the lowest achieving students at their grade level. Title I staff will provide all staff at Cromie Elementary School training on the LLI system in the fall of 2015 during PLC and grade level meetings. Title I intervention staff has already participated in LLI training in previous years. MISD Consultants have trained our special education resource room teacher in Corrective Reading fall of 2015. Professional learning will continue with district special education staff on the effectiveness of Corrective Reading implementation and impact on student achievement during PLC meetings. Funding source: Title IA, IDEA

Big Idea #3

An essential element of the MTSS model is the engagement of students, parents and the community. This research based framework is intended to provide all students with the opportunities to succeed academically and behaviorally in school. MTSS focuses on providing high quality instruction and interventions matched to the students' needs. MTSS monitors progress frequently to make decisions about changes in instruction or goals and allocates resources to improve student learning. Finally, MTSS helps to support staff implementation of effective practices.

MTSS Process (Behavioral Domain): To address the cultural and behavioral domains of MTSS, Cromie will implement "Big Idea #3." Staff will work with MISD and district staff to improve engagement and school climate with Positive Behavior Intervention Strategies (PBIS) in conjunction with trainings pertaining to our MTSS initiative. PBIS applies evidence-based programs, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior and establish a positive school culture. Schools implementing PBIS build on existing strengths, complementing and organizing current programming and strategies.

Cromie has many strengths that we can build upon. We have an existing Parent-Teacher Committee (PTC) and teachers actively reach out to parents to encourage their participation as classroom volunteers. Title I and Language Acquisition teachers also reach out to parents on a regular basis. This year parents will be invited to participate in instructional nights focused on understanding the common core, curriculum and practicing the instructional strategies their children are using in the classroom. For example, parents will learn reading strategies,

experience writing tasks and expectations. Participate in number talks and problem solving with real-life math tasks. Title I events this year will focus on encouraging parent involvement and promoting a positive school community.

PBIS School-wide Program: Staff will study PBIS programs and activities facilitated by MISD staff in order to evaluate our current program and determine if a new model is needed to meet the current needs of the Cromie community. Our building's current behavior program is known as, "Respect the ROAR". This program promotes respect, on-task behaviors, active listening, and responsibility. Monthly assemblies and ROAR cards are used to reward students exhibiting these skills. Cards are tracked in an effort to earn a school-wide reward like a dance or concert. Data (student engagement, behavior referrals/discipline, parent involvement levels, and impact of current strategies impact on student achievement) will be collected and analyzed at PLC meetings and research findings will be discussed to determine our next steps in strengthening our PBIS model. Funding source: Title IIA, General Fund-Building SIP Account

Culturally Responsive Classrooms: As the demographics of Cromie Elementary School are changing dramatically, it is imperative that staff members understand how to meet the needs of all of their diverse learners and guide their families to support learning at home and school. In 2015-16, Staff will study the research on Culturally Responsive Classrooms and to determine which best practices will meet the needs of our learning community. Anticipated implementation of strategies will occur in 2016-17. Funding source: Title IIA, General Fund-Building SIP Account

Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.

Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.

Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.

Teachers willing to teach in priority schools will be provided staffing and material resources that meet or exceed those available in other schools. Based on a review of data, in which student needs are identified, additional staff will be assigned to assist in student achievement goals (i.e. If student growth is needed in math, the additional staff member assigned will have math expertise. If student growth is needed in ELA, the additional staff member will have ELA expertise.) In this way, classroom teachers will be uniquely supported in their efforts to reach students. Teachers in priority schools will also have access to additional professional development and/or additional professional development funding.

Priority schools will be protected from the placement processes of the rest of the district. Unless the teacher is removed from the building for performance or best-interest reasons, the teacher will have assurance that he or she will not be involuntarily transferred or bumped from his or her position. In this way, assignment in a priority school will provide stability and predictability to the development of mastery level teaching. This continuity will provide incentive to invest in the hard work of raising student performance and building a school culture of learning.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.

Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program

Throughout the 2013-14 school year, the Cromie staff collaboratively participated in a comprehensive needs assessment during PLC and staff meetings. Student work was analyzed and data was disaggregated from several resources: Data Director, Riverside Data Manager, BAA, CEPI, MiSchoolData, Power School, and staff and parent surveys. The School Improvement team in conjunction with the staff, analyzed and identified achievement gaps in all content areas for all students and sub groups with multiple test results. Staff prioritized areas of greatest need for all diverse learners and established school improvement goals based on the data results.

We began the 2014-15 school with a Data Dialogue meeting facilitated by an MISD facilitator. Together with district leaders, Cromie Elementary School identified the "underlying causes" to help explain why the school's achievement is low enough to have been placed in the state's bottom 5%. Cromie Elementary School staff recognizes the need to revise our instructional program to reflect the big ideas gleaned from our data dialogues and align to the Common Core State Standards. The revised program needs to be based on research and best practices, aligned with the Common Core State Standards, and implemented with consistency and fidelity.

Examples of data used to help us make data-driven decisions have been included.

Accountability Scorecard and Top to Bottom Ranking: Cromie received YELLOW designations for 2011-2013 school years. A downward trend on Top to Bottom percentile rankings over the past three years also occurred. Cromie was never identified as a Focus school. In 2013-14, we received a RED designation and Priority status due to decreased achievement, performance level change and increased achievement gaps in math, reading, science and social studies.

MEAP Trend Data:

Percent of Students Proficient

All Students	2011	2012	2013
Reading	64.35%	53.96%	53.89%
Math	29.00%	24.32%	23.44%
Science	12.15%	4.27%	7.38%

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3rd Grade

Reading	70.00%	52.48%	50.45%
Math	31.82%	30.00%	22.23%

4th Grade

Reading	62.28%	57.52%	48.04%
Math	29.82%	23.68%	24.76%
Writing	40.35%	46.43%	40.38%

5th Grade

Reading	60.75%	51.75%	62.13%
Math	25.23%	20.00%	23.33%
Science	7.83%	12.15%	7.38%

MEAP: True Cohort Data

2013 5thGradeStudents	2011	2012	2013
Reading	70.00%	57.52%	62.13%
Math	31.82%	23.68%	23.33%

2013 4th Grade Students

Reading	52.48%	48.08%
Math	30.00%	24.76%

MEAP: Demographic Data

2013 3rd Gr.	Reading	Math	Writing	Science
Male	56%	30%		
Female	47%	18%		
Asian	40%	20%		
Black	27%	5%		
White	58%	28%		
Two/More Races	60%	30%		
ED	33%	11%		
LEP	0%	0%		

2013 4th Gr.

Male	42%	27%	27%
Female	55%	22%	55%
Asian	36%	27%	36%
Black	39%	11%	28%
White	52%	29%	44%
ED	35%	13%	20%
LEP	17%	0%	17%

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2013 5th Gr.

Male	59%	20%	3%
Female	65%	26%	11%
Black	57%	19%	0%
White	62%	23%	8%
ED	55%	14%	5%
LEP	15%	0%	0%

Demographic Five Year Trends:

Enrollment Data indicates significant increases in LEP and ED populations. Overall enrollment has remained stable. There are currently 685 students enrolled. One hundred ten (110) LEP students were tested on the WIDA (formerly ELPA) in the spring of 2014. As of September of 2014, that number has increased to one hundred forty five (145).

Data analysis based on examining multiple measures (ex. MEAP, DRA, IOWA, demographic and perception), provided our team to draw conclusions and identify possible root causes of low student performances. The following causes led to the development of our three big ideas:

- Inconsistent implementation of curriculum using specific research-based strategies/materials across all grade levels.
- Insufficient team collaboration time for: professional learning, data review, instructional planning, monitoring student work and developing academic and behavioral supports to increase student achievement.
- Limited shared vision and beliefs that all students can learn which creates culture and climate issues
- Current MTSS process is not fully developed and operationalized, or understood by staff.

Our staff determined that cohort data showed evidence of several trends. Patterns demonstrated inconsistent implementation of curriculum and the need to use specific research based strategies/materials across all grade levels. More team collaboration time would be necessary for professional learning, data review, instructional planning, monitoring student work and developing academic and behavioral supports to increase student achievement. Data was also an indicator of a limited shared vision and beliefs.

Special Education, Economically Disadvantaged and LEP (Limited English Proficient) data demonstrated that the current MTSS process is not fully developed and operationalized, nor is it understood by the staff.

Cromie has established a School Support Team (SST) to help monitor and evaluate instructional programs, intervention strategies, community involvement and disaggregation of data. This team consists of staff members, MISD School Improvement Facilitator, district central office representative and an MSU K-12 Intervention Specialist.

A three year plan has been put in place for improving instruction in all content areas related to our priority school designation. Professional learning that aligns with our three big ideas will occur during PLC, staff and grade-level meetings. All staff is expected to implement their learning into instructional practice. The three (3) big ideas, discussed in further detail below, were developed to further strengthen our educational program.

Big Idea #1: Cromie will engage in rigorous curriculum alignment to ensure fidelity and consistency within and across grade levels. These strategies will benefit all students, but in particular will further support the needs of EL (English Learners) and ED (Economically Disadvantaged) students:

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The building principal will employ district and MISD resources to provide building staff with Collaborative Practices like team-building and collaborative protocols to promote increased problem solving and collaboration during Professional Learning Community meetings.

Classroom Instruction That Works (CITW) is a research-based set of strategies proven to have a positive effect on learning. The building principal and classroom teachers will work together with staff from the MISD to continue this professional development, application to classroom instruction and embedded peer-coaching. Staff members will also attend Kagan Structures Training at the MISD that builds upon the strategies learned in CITW.

A 90 minute, Balanced Literacy Block will continue. The building principal will ensure an uninterrupted block of time for each classroom to be used for literacy instruction. CITS staff will work with teachers to provide professional development, support and coaching. Teachers will employ district tools, balancing instruction with Benchmark Literacy, Words their Way/Sitton Spelling, Guided Reading/Leveled Literacy Library, and Lucy Calkins/MAISA Writing.

A 60 minute, Balanced Math Block will be implemented. The principal will plan for an uninterrupted block of time for classrooms to deliver balanced math instruction to include Number talks, Problem Solving, Guided Math, and employing strategies that encourage deep thinking and writing integration like math journals. Staff will be provided professional development and coaching from Waren Consolidated Schools' Curriculum/Instruction Technology Specialists (WCS C/ITS).

Student Discourse and Engagement job-embedded, peer coaching will be provided to staff by WCS C/ITS and Macomb Intermediate School District (MISD) personnel to demonstrate the look, sound and feel of oral discourse.

Cromie classroom teachers will be sent in grade level teams to receive Balanced Assessment Practices (Instructional Learning Cycle) training in cooperation with the building principal and MISD staff. This professional development promotes continuous use of individual student data through the establishment of a data team process.

Teaching staff will be provided professional development in Surveys of Enacted Curriculum (SEC) through the MISD. This is a web-based tool that provides math, science, and ELA teachers with consistent data on both practices and content.

PLC Data Tracking will occur for DRA/MLPP, IOWA, MEAP or Smarter Balance, WCS Writing Tasks, Lucy Calkins/MAISA Writing Rubrics, Envision Math Pre and Post-tests, Battle Creek Science Kit Pre and Post-tests, and Pearson Social Studies Pre and Post-tests. Data will be used to evaluate student growth and to drive instruction (use of summative and formative assessments).

Administrative and Peer Monitoring will occur through Grade Level "Look For" checklists. Through these checklists, grade level teams will employ Peer walk-throughs to monitor and support one-another. Administrator walk-throughs will provide further assistance and leadership.

Big Idea #2: Cromie will establish and strengthen a tiered academic support system for struggling students. These strategies will benefit all learners, more specifically those struggling; special education, economically disadvantaged or those learning English as a second language.

Leveled Literacy Instruction will continue. This program provides leveled and progressive reading and writing intervention with Tier II and III students with the Language Acquisition and Title I teacher.

Multi-Tiered Support Systems will be researched and implemented. This framework will provide staff with a way of thinking about how they can ensure that each child receives the time and support needed to achieve academic success. The principal will coordinate with the MISD

for professional development and all building staff will be part of the implementation and maintenance of the framework.

Sheltered Instruction Observation Protocol (SIOP) professional development will continue to be coordinated by the building principal and the MISD. Strategies will be employed by all building staff. This program helps to structure lessons and conversations to meet the needs of all students, especially those with limited English.

Corrective Reading training and materials will be provided to special education staff. This program is research-based and includes tier II/III strategies and assessments. This will be done in coordination with the building principal, the WCS Sp. Ed. department, and the Resource Room Teacher.

PLC Data Tracking will occur for DRA/MLPP, IOWA, MEAP or Smarter Balance, WCS Writing Tasks, Lucy Calkins/MAISA Writing Rubrics, Envision Math Pre and Post-tests, Battle Creek Science Kit Pre and Post-tests, and Pearson S. Studies Pre and Post-tests. Data will be used to evaluate student growth for EL students, Title I students, special education students, and economically disadvantaged students. Data will be used to adjust Tier II groupings, and to drive the focus of tier II and III instruction and interventions.

Administrative and Peer Monitoring will occur through Grade Level "Look For" checklists. Through these checklists, grade level teams will employ Peer walk-throughs to monitor and support one-another. Administrator walk-throughs will provide further assistance and leadership.

Big Idea #3: Cromie will build a positive school community for all students, parents, and staff. We believe that these strategies promote enthusiasm about school and learning and the feeling of inclusion, therefore increasing student success overall.

The building principal will work with the MISD to coordinate professional development in Positive Behavior Intervention Supports. This is a component of MTSS program, focusing on behavioral success.

Cromie will continue its Respect the ROAR program. This is a building-based reward system promoting Responsibility, On-task behavior, Awesome Effort and Respect. The program promotes good choices with ROAR cards, monthly drawings, staff nominations for recognition during assemblies/certificates, and a school-wide, end-of-year reward.

Parent Meetings will continue to help parents support the learning of their children. Title I and Language Acquisition specialists meet with parents of those receiving their services several times a year. Grade level teachers also plan parent and/or parent/child activities throughout the year to address needs and strategies specific to their content and student expectations. These meetings promote parent involvement and positive interactions between home and school.

The principal will coordinate staff professional development in Culturally Responsive Classrooms. This is a research-based model of classroom practices that support the needs of diverse learners.

The effectiveness of these programs will be tracked through Community Outreach Surveys. A survey will be used to get parent feedback from population groups such as parents of EL students, those whose children are receiving Title I services, families that are new to the building, parents of students receiving special education services, as well as other selected groupings. We will also solicit input from parent volunteers, community volunteers that visit the building, and staff members.

2014-2018: Implementation of Instructional Plan

The following professional learning will be extended to all or various staff members. Furthermore, based upon data dialogues and staff input, other research-based professional learning opportunities may be implemented to enhance the instructional program of the redesign plan.

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Professional Learning: Collaborative Practices

Goal/Purpose: Staff will learn specific protocols in order to strengthen collaboration among staff during professional learning meetings.

Timeline: 2014-2018

Resources: MISD resources, Title IA, IIA, Building SIP Account

Professional Learning: Balanced Assessment Practices (ILC Model)

Goal/Purpose: To promote continuous use of individual student data through the establishment of a data team process.

Timeline: Initiated Winter 2015; ongoing through Winter of 2018

Resources: MISD Resources, Title IA

Staff Responsible: Dr. Thomas Many, Principal, staff, MISD consultants

Professional Learning: Surveys of Enacted Curriculum

Goal/Purpose: SEC is a web based tool that provides math, science and ELA teachers with consistent data, both on current instructional practices and the content actually being taught in their classrooms

Timeline: Spring of 2015; ongoing through Spring of 2018

Resources: Michigan Department of Education, Title IA

Staff Responsible: Principal, staff, MISD Consultants

Professional Learning: Classroom Instruction that Works (CITW)

Goal/Purpose: Staff will analyze/evaluate the teaching strategies that have the most positive effect on student learning.

Timeline: Initiated Winter of 2013; ongoing through Fall of 2017

Resources: WCS Title IIA

Staff Responsible: Principal, staff, Macomb Intermediate School District Consultants

Professional Learning: Sheltered Instruction Observation Protocol

Goal/Purpose: Providing staff with a framework to meet the needs of all students, especially those who are limited English

Timeline: Initiated Fall of 2014; ongoing through Winter of 2018

Resources: WCS Title IA/III, MISD Resources

Staff Responsible: MISD Consultants, staff, Principal

Professional Learning: Oral Language- Student Discourse and Student Engagement

Goal/Purpose: This job-embedded professional development will show staff how productive discourse looks, sounds and feels.

Timeline: Initiated in the Fall of 2014; ongoing through Fall 2017

Resources: Title IIA

Staff Responsible: Principal, staff, WCS and MISD Curriculum Consultants

Professional Learning: Math Journaling, Guided Math with the CCSS

Goal/Purpose: Provide staff with research based math intervention strategies.

Timeline: Initiated Fall of 2014; ongoing through Fall of 2017

Resources: WCS Title IIA, General Fund

Staff Responsible: WCS Curriculum Consultants, Principal, Staff

Professional Learning: MTSS (Multi-tier System of Supports)

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Goal/Purpose: To provide staff with a way of thinking about how they can ensure that each child receives the time and support needed to achieve academic success.

Timeline: Fall of 2015; ongoing through Spring of 2018

Resources: WCS Title IIA, Title IA Set Aside

Staff Responsible: Principal, staff, MISD Consultants

Professional Learning: Positive Behavior Interventions and Supports (PBIS)

Goal/Purpose: To provide staff with a way of thinking about how they can ensure that each child receives the time and support needed to achieve behavioral success.

Timeline: Fall of 2015; ongoing through Spring of 2018

Resources: Building SIP Account

Staff Responsible: Principal, staff, MISD consultants

Professional Learning: Differentiated Reading Instruction: Leveled Literacy Intervention (LLI)

Goal/Purpose: To provide staff with research based Tier II/III interventions, inclusive of materials, strategies, and assessments. After initial training, job-embedded professional development /coaching support will be provided.

Timeline: Initiated in 2012; ongoing through Fall of 2017

Resources: Title IA

Staff Responsible: Principal, Staff

Professional Learning: Corrective Reading

Goal/Purpose: To provide special education staff with research based Tier II/III interventions, inclusive of materials, strategies, and assessments. After initial training, job-embedded professional development /coaching support will be provided.

Timeline: Initiated in the Fall of 2014; ongoing through Fall of 2017

Resources: IDEA

Staff Responsible: Principal, Special Ed. Staff (Resource Room teacher)

Professional Learning: Culturally Responsive Classrooms

Goal/Purpose: To provide staff with a research-based model of classroom practices that support the needs of diverse learners.

Timeline: 2015-16 Research and Planning; 2016-17 Implementation

Resources: Title IA, Building SIP Account

Staff Responsible: Principal, Staff

Monitoring Process: Administrative and peer-led walk-throughs; monthly data review meetings through PLC meeting schedule. Staff will utilize established district outcomes for core areas (i.e. DRA proficiencies by grade level; grade level writing rubrics, etc.) as well as state, county, and district-created program monitoring and evaluation tools as they continuously analyze student outcomes and reflect on the implementation of instructional programs. It is the expectation that all staff members providing instruction or services to students will be part of our outlined process.

Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b)

describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact

During our ongoing monthly Professional Learning Committee (PLC) meetings, professional development staff meetings and SIP meetings grade level staff will dis-aggregate data collected and share across grade levels to help guide instruction and plan for further interventions. We will not only be looking at student scores, but the combination of student results, teaching strategies and curriculum alignment.

At each PLC and staff meeting, teachers will bring current DRA scores, recent writing samples/district writing task, and current grade level math common assessment scores to analyze. When available, building staff will also evaluate, discuss and plan using MEAP and IOWA scores. Grade level teams will use this data to plan for Tier 1 instruction, develop Tier II groups and interventions, and assist Title 1 staff in Tier III support. This data will also be used to gather information necessary for the Tier IV referrals. It is vital that we carefully analyze student performance and then select research-based instructional strategies that will have the strongest impact on student learning and help provide differentiated instruction to meet the needs of students.

For the 2014-2015 School Year, the following expectations will ensure the regular and on-going use of student data in our instructional programs:

- Monthly professional development and bi-weekly staff meetings: review of data, including looking at student work, to inform modifications in instruction;
- Identify areas of focus within reading and math instruction for Tiers I, II & III
- Align instructional components within all core content areas, with a greater focus on reading and math
- Organize and establish testing dates for district/building formative and summative assessments for the school year
- Analyze current student data (Pre-test Common Assessments, DRA2, IOWA, State Assessment)
- After Tier II & Tier III students have been identified, progress monitor interventions every 3-4 weeks
- Continually analyze student data and adjust instructional plan as needed; implement revisions to the plan
- School-wide grade level progress monitoring of student data and staff progress monitoring logs will occur every 6-10 weeks
- Analyze outcome of student data (Post-test Common Assessments, DRA2, IOWA, State Assessment)
- Update instructional components based on the new student data

Staff will utilize established district outcomes for core areas (i.e. DRA proficiencies by grade level; grade level writing rubrics, etc.) as well as state, county, and district-created program monitoring and evaluation tools as they continuously analyze student outcomes and reflect on the implementation of instructional programs. It is the expectation that all staff members providing instruction or services to students will be part of our outlined process.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.

Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

The current schedule has been redesigned to increase instructional time in the core academic subjects. Additional time has been recaptured through thematic integration of science and social studies concepts into the ELA and math blocks. Staff is exploring ways to incorporate instructional activities into recess/brain break and transition times. It is estimated that approximately 30 minutes daily may be recaptured. Beginning in 2015-16, a 0.6 FTE teacher will be allocated at Cromie. This teacher will conduct small group 40 minute interventions, pulling from specials on a rotating basis. As an example, one third of the students in Spanish may be pulled out for a 6-8 week period to engage in an extended learning opportunity in reading or math. At the end of this period, a different third may be pulled out for an equal amount of time, for a similar experience. This estimate of recaptured time is independent of currently-scheduled tier II and III supplemental intervention time identified students receive throughout the school day or extended day programs. Planning continues in the development of this research-based model.

Research supports the concept of maximizing instructional time through strategic student engagement activities and multi-tiered systems of support.

The district's plan for increasing time for enrichment activities will occur through the redesign of the current schedule. Currently, the school offers 40 minutes per week of Spanish, Art, Music, Physical Education and Media. All grade 5 students receive 40 minutes of band each week in lieu of music class. Grade 6 students at our year round schools receive daily band or 21 Things Technology course. As stated in Indicator 8A, students will receive additional forty minutes/week of extended learning opportunities within a 6-8 weekly cycle. In addition, beginning in January, 2015, the school has received a Bosch Community Grant---whereby students in grades 4-5 will participate in a 40 minute, twice weekly, Science, Technology, Engineering and Math (STEM) extended learning program.

Research supports the benefits students' receive when incorporating fine arts and physical education as part of a liberal arts education, and supports differentiated, brain-based multiple learning styles.

The district's plan for increasing professional collaboration time will occur through a redesign of the current schedule. Time has been added and recaptured in two ways. First, the school has adjusted the calendar by increasing professional development hours after school.

Common prep times have been scheduled into the day to provide opportunities for common planning time within grade levels. Currently the schools have professional collaboration time in the following ways: two days before the start of school; one day in November (Election Day);
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13 after-school staff meetings (13 hours); and six three-hour PLC meetings (18 hours) scheduled throughout the year. In addition, each Title I school has funds allocated for professional collaboration and each school is allocated general-fund school improvement funds that may be utilized for professional collaboration. Second, professional collaboration time has been recaptured by redesigning the current daily specials' schedule. Beginning in December, 2014, each grade-level team has two common planning times (40-minutes) per week.

Research cites the importance of regularly-scheduled, focused collaboration time is a high leverage/mission critical strategy that produces positive student achievement results. The district values this research and is committed to providing our staff the necessary resources to sustain collaborative practices.

Requirement #9: Provide ongoing mechanisms for engagement of families and community.

Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.

Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.

Cromie will encourage parent partnerships and involvement in the curriculum by inviting parents to volunteer for programs like Math Workshop, Math Fact Lab, Math Games and Language Arts Word Lab. We will continue to offer after-school and evening Title 1 activities encouraging family involvement to strengthen the relationship between the school and home. Our Title 1 and Language Acquisition teachers offer parent workshops on topics such as Working with Your Child in Math and Language Arts, Technology and the Importance of Communication between home and school. To help support Math and Literacy achievement Cromie's first grade teachers hosts Family Game Nights to help school-wide parents and students with valuable lessons and games to enhance Math and Literacy achievement. Cromie has also been very lucky to have community support through the Kohl's Care Program. Volunteers come to our school to help out with various activities such as our Math and Literacy Game nights. The Kohl's Care volunteers also come in during the school day to help teach the children how to play these games as well as assist us in other academic programs. Further workshop needs will be determined through discussions based upon academic data, perception data and observations.

Parents will be encouraged to be involved in two-way communication about the Cromie Elementary School's reform efforts in the following ways:

- A parent will be included as a member of the reform team
- Regular communication/topic and engagement at monthly PTC Meetings (regarding school reform initiatives)
- Information about the reform efforts will be published in our monthly newsletters and on the school website.
- A Reform Meeting will be offered three times per year for parents and community members to participate in collaborative conversations regarding school level decisions.
- A parent survey will be given out to parents throughout the year. This survey (available during fall and spring conferences) will also be posted on the school website, and will include questions seeking input into building level reform efforts.

Cromie recognizes that students need connections between real life and the content that they are learning. We are very fortunate to be in an area where community resources are easily accessible. To help strengthen academics and positive school community, we have developed a partnership with the Big Brothers/Big Sisters of Metro Detroit and the General Motors Tech Center. Twenty at-risk third graders will be paired with a mentor from the GM Tech Center. Participants from this program may also be identified participants of the Superintendent's Dropout Challenge. These students, along with their mentors, will be involved in a bi-weekly "Lunch Buddies Mentoring Program" held at Cromie. This program will be facilitated by a certified Big Brothers/Big Sisters of Metro Detroit trainer who will lead the group through various team building lessons. This opportunity will help our third grade at risk students grow socially and will have a tremendous impact on their academic performance. Cromie has also received a BOSCH Grant to start a STEM (Science, Technology, Engineering and Math) program for our fourth and fifth grade students. This program will take place during their lunch time and help strengthen their academic skills in the area of science and mathematics.

Community members will be encouraged to be involved in school reform efforts. Community members will be encouraged to attend a meeting three times per year that discusses the school reform process. Mentors involved in the Big Brothers/Big Sisters Lunch buddy mentoring program, representatives from BOSCH, and representatives from the Kohl's Cares program will be invited to these meetings and encouraged to participate.

Various classrooms utilize our local police, fire department and the Warren Public Library for real life experiences. Our first graders have a partnership with the Detroit Zoo. The students learn about life cycles of different animals at the education center at the zoo, and then go on guided tours to observe these animals and their habitats. Our third graders have a partnership with the Detroit Institute of Arts. The Warren Rotary Club also partners with our 3rd graders and gives each student in third grade a dictionary. Our 4th graders have a partnership with the Warren Symphony and are able to attend a concert each spring. Our fifth grade students participate in an outdoor education program at Camp Storer in Jackson, Michigan.

To help strengthen a positive school community, Cromie Elementary hosts a dinner three times per year for our families new to our school. These meetings are a great way to communicate with our new families, to speak about the activities happening at school. This is also a time for families to share ideas and thoughts on how we can better the services at our school. Our staff puts on a breakfast honoring all of our volunteers once a year. Every few years, Cromie hosts a large Veterans Day Celebration. Incoming kindergarten students receive a backpack at the beginning of the year that has supplies and activities for them that will help them be successful at school. These backpacks are provided because of a partnership that we have with the Macomb Intermediate School District and their Making Macomb Transitions program. Before the beginning of the school year, Cromie has "Popsicles with the Principal." At this event, students can get their classroom assignment and take a tour of the school which helps out our new families get familiar with the building.

Another way Cromie will continue to help support and strengthen community and school climate by continuing our ROAR assemblies per trimester. Parents are invited to attend these assemblies that recognize the outstanding behaviors and academic achievements occurring in our school.

In an effort to encourage and support reading, as well as building a positive school community, Cromie holds multiple reading activities held in March for March is Reading month. Community members, local TV personalities, school board members, administration, retired teachers, parents, grandparents and families are invited to Cromie to read to our students. Cromie has opened the Media Center during the summer for Cromie families to come in and check out books to help promote summer reading. Another way Cromie has supported the importance of literacy is through our Title One Program. Our Title One staff was able to purchase enough books for all of our Title One students to take at least three books home, to keep, to help with their summer reading. The books provided were at each student's specific DRA level.

In an effort to encourage and support writing in our school, and across the district, Cromie participates in a district-wide Writing Celebration to honor our young authors and their parents.

To help build a positive school and community climate, Cromie families have the opportunity to become involved in service learning projects that benefit our surrounding communities. Such charitable events include collecting cans for the Warren Goodfellows, Jeans for Troops, Ponytail Drive for cancer research, and Relay for Life.

Cromie Elementary will continue to monitor these programs and efforts through parent, staff, and student surveys throughout the year.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

Indicator 10A: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvancEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.

The school receives an annual Title I budget, School Improvement budget and building supply budget that allows the principal and staff to make decisions on how to allocate resources which will effectively support the implementation of the plan.

Currently the building has operational flexibility in the following ways:

1. Principal has right of assignment to place teachers in appropriate grade levels.
2. Principal has right of developing the school schedule, including specials and teacher preparation time. Principals and staff have the ability to adjust teaching and learning times within the current school day to meet the needs of their students.
3. The school has adjusted the calendar by increasing professional development hours after school. Common prep times have been scheduled into the day to provide opportunities for common planning time within grade levels.
4. Principal and SIP team/staff have the ability to determine and implement professional learning needs based on the school's SIP plan. They may allocate building budgets (Title I, School Improvement) accordingly to implement the professional learning. Principals and SIP teams have the ability to plan professional learning during scheduled PLC half days and after school staff meetings, and if incorporated into their SIP plan, during the day grade level team meetings.

The district has completed the operational flexibility diagnostic as a signed Memorandum of Understanding with a completed signature page.

Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.

Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.

Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.

The district will ensure that the school receives on-going technical assistance and related supports by engaging in collaborative relationships with the Michigan Department of Education staff, the Macomb Intermediate School District staff, the Warren Education Association, and the Warren Administrators' Association in order to provide the schools with the resources and tools needed to support and sustain their reform plans. Scheduled monthly meetings will be arranged as part of the planning, implementation and monitoring process established by the district. All district departments are committed to supporting the school at any time. Specifically, OCI staff will provide technical assistance and professional development to the school on a scheduled basis.

In addition:

- Principal and designated staff will participate in ILC process and Surveys of Enacted Curriculum Professional development, and SST

meetings facilitated by the MISD staff;

- Principal will attend MISD Principal Series (ex. CITW, Total Participation Techniques, 12 Touchstones of Effective Teaching);
- Principal and SIP chairs will attend the MDE School Improvement Conference(s);
- Principal and designated staff will participate in MDE/SRO Technical Assistance meetings;
- Principal will utilize professional organizations (for example, MEMSPA, ASCD, IRA) for resources and support.

Central Office contact person responsible for monitoring and supporting the schools are: Dr. Marianne Ochalek, Executive Director of School Improvement. Additional supporters are: Robert D. Livernois, Ph.D., Superintendent; Mr. Joseph E. Konal, Chief Academic Officer; Ms. Sharon Irvine, Esq., Chief Human Resources Officer; Ms. Linda Austin, Chief Financial Officer; Ms. Ellen Kozich, Director of Curriculum and Special Projects, and Ms. Christine Lewis, Administrator of State and Federal Programs; and WCS C/ITS.